

Smart learning, Good learning.

Being able to learn effectively takes practice and skills. Learning is a process of using effective strategies to encrypt new and different elements that is required to prepare for any unpredictable forces around us. To achieve efficiency and effective of learning inference smart learning. In this week's learning journal will attempt to demonstrate aspects of smart learning then discuss its implications.

Reflection is an aspect of smart learning according to Daudelin (1996). In her studies illustrates reflection as a sequence and a human instinct as we consistently refer back to our experience and past as a tool of learning. Reflection is a personal cognitive process we constantly partake in both conscious and unconscious sense in our daily life. For instance, I was going down the stairs in a fast speed, I tripped and fell, there was pain on my knees. Reflecting back to incident I found the problem was my knee was in pain, because I was too fast for going down the stairs, next time I would definitely go down slower, another solution would be holding onto the handle while I go down. Pain in the above example is the factor stimulates process of reflection. Daudelin shows spontaneous reflection is often stimulated by unresolved problems or challenges and there are four distinct stages in the process of reflection. Articulation of a problem, analysis of that problem, formulation and testing of a tentative theory to explain the problem, and action of solutions. Kolb (1976) further elaborated smart learning on the aspect of reflection. He proposed learning as a four-stage cycle; immediate concrete experience is the basis for observation and reflection. Kolb highlights the binary function of concrete experience and reflective observation, which draws on a process of question and thinking, with abstract conceptualization then practice with active experiment to layout new outcomes as a new cycle.

Both studies of Kolb and Daudelin recognize the power of question in a process of smart learning. This is a skilful technique as stimulation for critical thinking and problem solving. Refer to my previous example of running down stairs, by questioning myself of why was I going so fast and how can I prevent from falling leads to absolute different answers and pathway for solutions. The above example provides concepts for prevention of falling. But answer to why was I going to fast may result very different solutions, for instance, it was a courier delivery but to avoid speeding down stairs I could simply shout out to the delivery man instead of speeding. This is just an example to illustrate the power of question is significant to raise distinctive experiences from practice.

Learning is a highly personal process, however, measurements of learning outcome is often the comparison between people in the same field of expertise. For instance, ranking is an effective measurement for efficiency of learning. Thus learning is a process involves personal accomplishments and interpersonal correspondence.

Overall, learning takes practice and skills to embellish current practice for further unpredictable matters. Both reflection process and four-stage of learning cycle indicates ideas of stimulation and power of question as the efficiency and smart way of learning. Implications of learning demonstrate both practices of personal and interpersonal relations as process and measurements for determine the effective and efficiency in learning and learning outcomes.

Daudelin, M. W. (1996). [Learning from experience through reflection](#). *Organizational Dynamics*, 24(3), 36—48

Kolb, D. A. (1976). [Management and the learning process](#). *California Management Review*, 8(3), 21--31